Daftar Pustaka

Abdullah, M. N. L. Y. (2016). Interaction effects of gender and motivational beliefs on self-regulated learning: A study at ICT-Integrated schools. *Malaysian Journal of Learning and Instruction,* 13, 25-41.

Adam, D. & Hamm, M. (2009). *Activiting assesment for all studnet: Inovative, activities, lesson plans, and infrimation asessment.* UK: Rowman & Littefield Publisher.

Adam, D. & Hamm, M. (2013). *Demisfy math, science, and technology: creativity innovation, and problem solving (2nd ed)*. UK: Rowman & Littefield Publisher.

Alkusaeri. (2013). Peningkatan kemandirian dan hasil belajar matematika siswa dengan metode STAD. *Beta,* 6 (2), 108-124.

Allen, M. J. & Yen, W. M. (1979). *Introduction to measurement theory.* California: Wadsworth, Inc.

As'ari, A. R. dkk. (2017). *Matematika SMP/MTs kelas VII semester 1*. Jakarta: Kementrian Pendidikan dan Kebudayaan.

Atkinson, R. K. et.al. (2000). Learning from examples: instructional principles from the worked examples research. *SAGE Journal: Review of Educational Research.* 70 (2). 181-214.

Badan Standar Nasional Pendidikan. (2010). Paradigma Pendidikan Abad XXI.

Berger, A. (2011). *Self-regulation: brain, cognition, and development (human brain development series) (1st ed.).* Israel: Amer Psychological Assn.

Blaustein, M. E. & Kinniburgh, K. M. (2010). *Treating Traumatic Stress in Children and Adolescents: How to Foster Resilience Through Attachment Self-Regukation, and Competency.* New York: The Guilford Press, Inc.

Carrol, W. M. (1994). Using working examples as an instructional support in the algebra classroom. *Journal of Educational psychology.* 86 (3), 360-367.

De Bruin, A. B. H. & van Merriënboer, J. J. G. (2017). Bridging Cognitive Load and Self-Regulated Learning Research: A complementary approach to contemporary issues in educational research. *Learnig and Instruction*, 51, 1-9.

Djasuli, M., et.al. (2017). Student's Reflective Abstraction in Solving Number Sequence Problems. *IEJME – Mathematics Education.* 12 (6), 621-632.

Dorst, J. G. I. M. (1998). *Sekolah: mengajar atau mendidik?*. Yogyakarta: Kanisius.

Ebel, R. L. & Frisbie, D. A. (1986). *Essential of educational measurement (4th ed).* Englewood Cliffs, NJ: Prentice-Hall Inc.

Fernandes, H. J. X. (1984). *Evaliation of educational program.* Jakarta: National Education Planning. Evaluating and Curriculum Development.

Ferrari, P. L. (2003). Abstraction in mathematics. *The Royal Society,* 358, 1225-1230. DOI: 10.1098/rstb.2003.1316

Frisbie, D. A. (2005). Measurement 101: Some fundamentals revisited. *Educational measurement: Issue and Practice.* 25 (3), 21-28.

Greivemeijer, K. P. E. (1994). *Develophing realistik mathematics education.* Utrecth: CD-ß Press.

Gunarsa, S. D. & Gunarsa, Y. G. (2008). *Psikologi Perkembangan Anak dan Remaja.* Jakarta: BPK Gunung Mulia.

Hamalik, O. (2011). *Perencanaan pengajaran berdasarkan pendekatan sistem.* Jakarta: Bumi Aksara.

Hafiz, M. (2013). Research and development; penelitian di bidang kependidikan yang inovatif, produktif, dan bermakna. *Ta'dib,* 16, 28-43.

Hasibuan, I. (2015). Hasil Belajar Siswa pada materi bentuk aljabar di kelas VII SMP Negeri 1 Banda Aceh tahun pelajaran 2013/2014. *Jurnal Peluang,* 4, 5-11.

Haylock, D. & Tangata, F. (2007). *Key concept in teaching primary mathematics.* Los Angeles: SAGE Publications.

Hazzan, O. & Zazkis, R. (2005). Reducing abstraction: The case of school mathematics. *Educational Studies in Mathematics,* 58(1), 101-119.

Hendriana, H., Slamet, U. R., & Sumarmo, U. (2014). Mathematical connection ability and self-confidence. (An experiment on Junior High School students trough contextual teaching and learning with mathematical manipulative. *International Journal of Education,* 8 (1), 1-11.

Hong, Y. J. & Kim, K. M. (2016). Mathematical abstraction. The solving ill-structured problems by elementary school students in Korea. *Eurasia Journal of Mathematics, Science & Technology Education*, 12, 267-281.

Hoyle, R. H. (*Ed*). (2010). *Handbook of personality and self-regulation.* United Kingdom: Blackwell Publishing Ltd.

Ibrahim & Suparni. (2012). *Pembelajaran matematika teori dan aplikasi.* Yogyakarta: Suka-Press UIN Sunan Kalijaga.

Irwansyah, M. F. (2018). Efektivitas pembelajaran matematika kolaboratif dengan strategi *worked example* ditinjau dari kemampuan pemecahan masalah, *cognitive loud*, dan kemandirian belajar. *Tesis,* tidak diterbitkan, Universitas Negeri Yogyakarta, Yogyakarta.

Johnson, R. B., & Christensen, L. (2014). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. California: SAGE Publications, Inc.

Johnson, D. W. & Winchern, D. W. (2007). *Applied multivariate statistical analysis.* Upper Saddle River, NJ: Pearson Prentice Hall.

Kalenda, J. & Vavrova, S. (2016). Self-regulated learning in students of helping professions. *Social and Behavioral Sciences,* 217, 282-292.

Kalyuga, S. (2007). Knowledge elaboration: A cognitive load perspective. *Learning and Instruction,* 19, 402-410.

Kalyuga, S. (2011a). Cognitive load theory: How many types of load does it really need?. *Educational Psychology,* 23 (1), 1-19.

Kalyuga, S. (2011b). Informing: a cognitive load perspective. *Informing Science: The International Journal of an Emerging Transdiscipline,* 14 (1), 33-45.

Kester, L. Kirscher, P. A., & Van Merriënboer, J. J. G. (2005). The management of cognitive load during complex cognitive skill acquisition by means of computer-simulated problem solving. *British Journal of Educational Psychology*, 75, 71-85.

Kohang, A. et al. (2009). E-learning and contructivism from theory to application. *Interdiciplinary Journal of R-Learning and Learning Object,* 5, 91-109.

Komalasari. K. (2011). *Pembelajaran kontekstual konsep dan aplikasi.* Bandung: Refika Aditama.

Labuhn, A. S., Zimmerman, B. J., & Hasselhorn, M. (2010). Enhancing students' self-regulation and mathematics performance: the influence of feedback and self-evaluative standards. *Metacognition Learning,* 5, 173-194. Doi: 10.1007/s11409-010-9056-2.

Latipah, E. D. P. & Afriansyah, E. A. (2018). Analisis kemampuan koneksi matematis siswa menggunakan pendekatan Pembelajaran CTL dan RME. *Jurnal Matematika,* 17 (1), 1-12.

Learning to Learn: Math Abstraction. *Artikel.* diakses pada tanggal 2 Mei 2018

Listya, D. T., Herawati, & Permana, A. D. (2005). *Mudah dan Aktif Belajar Matematika: untuk Kelas XII Sekolah Menengah Atas/ Madrasah Aliyah Program Ilmu Sosial dan Bahasa.* Jakarta: PT. Setia Purna Inves.

Lolombulan, J. H. (2017). *Statistika bagi penelitian pendidikan.* Yogyakarta: ANDI.

Madha, M. (2015). Pengembangan perangkat pembelajaran lingkaran berbasis teori kecerdasan majemuk Gardner dan berorientasi pada prestasi dan kemandirian belajar matematika siswa SMP kelas VIII. *Tesis*, tidak diterbitkan, Universitas Negeri Yogyakarta, Yogyakarta.

Marsigit. (2010). Pendekatan matematika realistik pada pembelajaran pecahan di SMP. *Disampaikan pada Pelatihan Nasional PMRI untuk Guru SMP di Yogyakarta,* 3, 4, 5 Juni 2010.

Matusov, E. & Hayes, R. (2000). Sociocultural critique of Piaget and Vygotsky. *New Ideas in Psychology,* 18, 215-239. doi: 10.1.1.507.6268.

Mehrens, W. A. & Lehmann, I. J. (1973). *Measurement and evaluation in education and psychology.* New York: Hold, Rinehart and Wiston, Inc.

Midget, C. W. & Eddins, S. K. (2001). NCTM's Principles and standards for school mathematics: implication for administrator. *NASSP Bulletin.* Vol 85 (623). 35-42.

Miller, M. D., Linn, R. L., & Gronlund, N. E. (2009). Measurement and Assesmet in Teaching. Upper Saddle River, New Jersey: Pearson.

Miller, R. (1956). The magic number of seven plus or minus two: some limits on our capacity for processing information. *Psychology Review.* Vol. 63, 81-97.

Mitchelmore, M. & White, P. (1995). Abstraction in mathematics: Conflict, resolution and application. *Mathematics Education Research Journal,* Vol. 7 (1). 50-68.

Mitchelmore, M. & White, P. (2004). Abstraction in mathematics and mathematics learning. *Proceedings of the 28th Conference of the International Group for the Psychology of Mathematics Education.* Vol. 3, 329-336.

Mitchelmore, M. & White, P. (2007). Abstraction in mathematics learning. *Mathematics Education Research Journal*, 19, 1– 9.

Mukhtar. (2013). Peningkatan kemampuan abstraksi dan generalisasi matematis siswa sekolah menengah pertama melalui pembelajaran dengan pendekatan methaphorical thinking. *Tesis*, tidak diterbitkan, Universitas Pendidikan Indonesia, Bandung.

NCTM. (2000). *Six principles for school mathematics: executive summary principles and standards for school mathematics.* Doi: 10.1111/j.1949-8594.2001.tb17957.x. Diakses pada alamat: http://www.nctm.org/uploadedFiles/Math_Standards/12752_exec_pssm.pdf

Nievelstein, et. al. (2013). The worked example and expertise reversal effect in less structured tasks: Learning to reason about legal cases. *Contemporary Educational Psychology,* 38, 118-125.

Nunnally, J. (1978). *Psychometric theory (2th ed)*. New York: McGraw Hill.

Nurhasanah, F. (2010). Abstraksi Siswa SMP dalam Belajar Geometri melalui Penerapan Model Van Hiele dan Geometers Sketchpad. *Tesis*, tidak diterbitkan, Universitas Pendidikan Indonesia, Bandung.

Nurhasanah, F. (2014). Abstraksi dan alat peraga maya dalam matematika. *Research Gate*. P. 1-11, doi: 10.13140/2.1.5013.5049.

Nurhasanah, J., Kusumah, Y. S., & Sabandar, J. (2017). Concept of triangle: example of mathematical abstraction in two different contexts. *International Journal on Emerging Mathematics Education* (*IJEME*), 1 (1), 53-70.

Nurhayati, S. (2017). Efektivitas worked example pairs pada pembelajaran soal cerita matematika ditinjau dari kemampuan pemecahan masalah cognitive loud, dan self-regulated learning siswa SMP. *Tesis,* tidak diterbitkan, Universitas Negeri Yogyakarta, Yogyakarta.

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 024 Tahun 2016 Lampiran 15 tentang kompetensi inti dan kompetensi dasar matematika SMP/MTs.

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 62 tahun 2013 tentang sertifikasi guru dalam jabatan dalam rangka penataan dan pemerataan guru.

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 103 tahun 2014 tentang pembelajaran pada pendidikan dasar dan pendidikan menengah.

Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah.

Pintrich, P. R. (2004). Aconceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review.* Vol 16, 385-407.

Ranti, M. G., Budiarti, I., & Trisna, B. N. (2017). Pengaruh kemandirian belajar (self-regulated learning) terhadap hasil belajar mahasiswa pada mata kuliah struktur aljabar. *Math Didactic: Jurnal Pendidikan Matematika,*3(1), 75-83.

Reed, S. K. (1987). A structure-mapping model for word problems. *Journal of Experimental Psychology: Learning, Memory, and Cognition,* 13(1), 124-139.

Reed, S. K. (1999). *Word Problems: Research and Curriculum Reform.* New Jersey: Lawrence Erlbaum Associates.

Retnawati, E. (2012). Learning mathematics collaboratively or individually. *2nd International STEM in Education Conference.* 335-339.

Retnawati, E., Ayres, P., & Sweller, J. (2017). Can Collaborative Learning Improve the Effectiveness of Worked Examples in Learning Mathematics ?. *Journal of Educational Psychology,* 109(5), 666-679.

Retnawati, H. (2015). Perbandingan akurasi penggunaan skala Likert dan pilihan ganda untuk mengukur self-regulated learning. *Jurnal Kependidikan.* Vol. 45, (2), pp. 156-167.

Retnawati, H. (2016). *Analisis kuantitatif instrumen penelitian: Panduan peneliti, mahasiswa, dan psikometrian.* Yogyakarta: Parama Publishing.

Rizka & Hakim, D. L. (2017). Analisis kemampuan abstraksi matematis siswa pada materi geometri di MTs Negeri 3 Karawang. *Prosiding Seminar Nasional Matematika dan Pendidikan Matematika (SESIOMADIKA).* ISBN: 978-602-60550-1-9. 571-578.

Ryland, A. (2013). Worked examples: teacher practices. *Artikel*, 3.

Sagala, S. (2012). *Konsep dan makna pembelajaran.* Bandung: Alfabeta.

Saks, K. & Leijen, Ä. (2014). Distinguishing self-directed and self-regulated learning and measuring them in the e-learning context. *Article in Procedia-Social and Behavioral Sciences.* 112, 190-198.

Saminanto & Kartono. (2015). Analysis of mathematical connection ability in linear equation with one variable based on connection theory. *International Jounal of Education and Research,* 3(4), 259-270.

Shaleha, N. S. (2016). Kemampuan abstraksi matematis siswa sekolah menengah pertama melalui pendekatan contextual teaching and learning. *Tesis*, tidak diterbitkan, Universitas Pendidikan Indonesia, Bandung.

Siregar, N. D. & Surya, E. (2017). Analysis of students' junior high school mathematical connection ability. *International Journal of Sciences: Basic and Applied Research (IJSBAR).* 33 (2), 309-320.

Siswono, T. Y. E. 2019). *Paradigma penelitian pendidikan: pengembangan teori dan aplikasi pendidikan matematika.* Bandung: PT Remaja Rosdakarya.

Snijders, A. (2009). *Seluas segala kenyataan.* P. Widiyanto (Eds.) Yogyakarta: Kanisius.

Sopia, H. F. (2015). Keefektifan pemebelajaran matematika dengan pendekatan matematika realistik ditinjau dari prestasi belajar, kemampuan pemecahan masalah dan kepercayaan diri matematika siswa SMP kelas VIII. *Tesis,* tidak diterbitkan, Universitas Negeri Yogyakarta, Yogyakarta.

Stevens, J. P. (2009). *Applied multivariate statistics for the social science (5th edition).* New York: Routledge.

Sugiman. (2008). Koneksi matematik dalam pembelajarn matematika di sekolah. *Pythagoras.* Vol. 4 (1), 56-66.

Suherman. E. dkk. (2001). *Strategi pembelajaran matematika kontemporer.* Bandung: JICA.

Sujadi, I. (2018). Peran pembelajaran matematika pada penguatan nilai karakter bangsa di era revolusi industri 4.0. *Prosiding Silogisme Seminar Nasional Pendidikan Matematika Universitas PGRI Madiun.* 1-13.

Suparno, P. (2001). *Teori perkembangan kognitif Jean Piaget.* Yogyakarta: Kanisius.

Surya, E. (2017). Analysis of students' junior high school mathematical connection ability. *International Journal of Science: Basic and Applied Research,* 33 (2), 309-320.

Sweller, J., Ayres, P. & Kalyuga, S. (2011). *Cognitif load theory: Explorations in the learning sciences, instructional system and performance technologies*. New York: Springer.

Sweller, J., Van Merriënboer, J., & Pass, F. (1998). Cognitive architecture and instructional design. *Educational Psychology Review,* 19, 251-296.

Tasaik, L. T. & Tausikal, P. (2018). Peran guru dalam meningkatkan kemandirian belajra peserta didik kelas V SD inpres Samberpasi. *Metodik Didaktik,* 14 (1), 45-55.

Tata. (2015). Peningkatan kemampuan pemodelan dan abstraksi matematis serta motivasi belajar siswa sekolah menengah pertama melalui pembelajaran kontekstual kolaboratif. *Disertasi*, tidak diterbitkan, Universitas Pendidikan Indonesia, Bandung.

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional

Van Oers, B. & Poland, M. (2007). Schematising activities as a means for encouraging young children to think abstracly. *Mathematics Education Research Journal,* 19, 10-22.

Vohs, K. D. & Baumiester, R. F. (2011). *Handbook of Self-Regulation: Research, Theory, and Applications.* New York: The Guilford Press, Inc.

Vygotsky, L. S., Rieber, R. W., & Carton, A. S. (1987). *The collected works of L.S. Vygotsky.* New York: Plenum Press.

Wiryanto. (2014). Level-level abstraksi dalam pemecahan masalah matematika. *Jurnal Pendidikan Teknik Elektro,* 03 (03), 569-578.

Wittwer, J. & Renkl, A. (2010). How effective are instructional explanations in example-based learning? A meta-analytic review. *Educa Psychol Rev.* Vol 22(4). 393-409.